INFLUENCE OF TEACHER CONTEXT, ON STUDENT ENGAGEMENT THROUGH SELF-SYSTEM PROCESSES

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Abstract: Many countries around the world including Indonesia face the problem of students dropping out of school. These students initially showed low learning involvement in school. Previous research on student engagement that emphasizes self, no one has thoroughly studied the aspects of self-system processes. Even if there is, the study examines the aspects of self-system processes individually. To fill this gap, researchers conducted a study of the effect of teacher context on student engagement through self-system processes. Self-system processes consist of sense of relatedness, sense of autonomy, and sense of competence. The research question is whether there is an influence of the teacher context on student engagement through self-system processes. The purpose of this research is to find out influence teachers' context on student engagement through self-system processes. The method used in this study is causal correlation. Using random sampling method, students were picked randomly from eight national high school in Bandung Indonesia, which totalled to 632 students. There are three scaled measuring instruments in this study: measuring instrment for teacher's context, measuring instrument for self-system processes and measuring instrument for student engagement, all which were designed according to Connell's theory. Data were analyzed using Partial Least Square (PLS) method. The result shows that national high school's student engagement in Bandung Indonesia can be categorized as average. There is also influence from teacher's context to student engagement through self-system processes.

Keywords: *self-system processes, student engagement, teacher context*

INTRODUCTION

Engaging in learning is the key to success. But in reality many countries in the world including Indonesia face the problem of the number of students dropping out of school (Klem & Connell, 2004); (Willms, J., 2003); Ream, Rumberger, 2008; Shin, Daly, & Vera, 2007.; BPS, 2014) . Based on independent studies, 25-60 percent of students in the US drop out of school (Klem& Connell, 2004; Willms, 2003). One third of high school students entering 9th grade failed to graduate 4 years later (Ream, Rumberger, 2008). Graduation from secondary school in minority students (Latinos and African-American) is also low (Ream, Rumberger, 2008).

Drop out of school circumstances will lead to the emergence of social problems in the community such as lifelong low income, greater risk in substance abuse, and engagement in criminal activity (Wooley& Bowen, 2011). These students with low sense of belonging show the same initial symptoms, namely having low learning involvement. After conducting research in 43 countries, Wilms (2003) concluded that 25% - 40% of low learning involvement students felt not to be a part of school or have low sense of belonging. In Thailand, students with a low sense of belonging is around 35%, in Hong Kong China is around 35%, in Japan around 38%, in Korea around 40%, while in Indonesia students with low sense of belonging are around 25% (Willms, 2003), so this still a prolem. They reported that they don't feel comfortable in school (Willms, 2003). It is important to explore why these students have low learning involvement so that later dropout can be prevented.

In school, teacher determining student learning involvement (Fredricks, Blumenfeld, Paris, 2004; Klem& Connell,2004; Wooley& Bowen, 2011; Furrer, Skinner, Pitzer, 2014). Students themselves also determine their own learning involvement (Connell &Welborn, 1991). The factors within students that determine student engagement are self-system processes (Connell &Welborn, 1991), where self-system processes are mediators between teacher's context and learning

involvement (Connell &Welborn, 1991). Therefore, the purpose of this study is to analyze the teacher's context on student engagement through self-system processes.

The involvement of learning or student engagement is action which is a manifestation of motivation that appears through students' behaviors, cognitive, or emotions (Skinner, Kindermann, Connell, and Wellborn, 2009). What is meant by action here is a scheme of action that is an action directed towards (goal directed) (Skinner et al, 2009). Student engagement is energetic, directed, and persistent when it comes to learning difficulties Connell & Wellborn, 1991; Deci & Ryan, 1985, 2000; Skinner & Wellborn, 1994). Student engagement consists three dimensions, namely behavioral engagement, emotional dimension, and cognitive engagement. Behavioral engagement describes the quality of student motivation displayed in academic activities in the classroom and outside the classroom to achieve academic success; The presence of behavioral engagement can be seen from students showing effort, intensity, perseverance, determination, and perseverance in facing obstacles and difficulties (Skinner et al., 2009). This dimension is considered very important in achieving positive academic results and preventing dropping out of school (Connell, 1990). Emotional engagement describes the positive emotions of students in the learning process and the completion of tasks, which is indicated by the existence of enthusiasm, enjoyment, pleasure, and satisfaction (Skinner et al., 2009). The emotional engagement dimension is considered important to foster students 'attachment to school or class and can affect students' willingness to learn (Connel, 1990; Finn, 1989 in Fredricks et al., 2005). Cognitive engagement is the involvement of students with the learning process as indicated by attention, focus, student participation in learning (Skinner et al, 2009)

Student engagement influenced by external factors and internal factors that cause the dynamics of motivation in such a way that raises learning involvement. The external factors that influence learning involvement are social contexts. Previous studies related to schools as a social context state that class context is important in determining student engagement (Dotterer& Lowe, 2011). Adults at home, school, and society play an important role in student school success in children at risk (Wooley& Bowen, 2011). Supportive and caring teachers will make students increase their learning motivation (Wentzel, 1999). Supportive and caring teachers will make students succeed in school (Wooley& Bowen, 2011). Research conducted by Klem, Connell (2004) provides results that teacher support is important for student learning involvement. Students who judge that the teacher creates an atmosphere of caring, creates a well-structured learning environment where the teacher clearly expresses high expectations of students and can act fairly, and creates autonomy support; students report students engagement in school. Therefore, this study looks at the factors of teachers in schools. Teacher factors that will be seen are structure, autonomy support and involvement.

The internal factors that influence the dynamics of motivation for student engagement are the self-system process. The self-system processes examined in this study are sense of relatedness, sense of autonomy, and sense of competence. In Connell's theory, self-system processes are mediators between social context and student engagement. Skinner, E.A; Wellborn, J.G; Connell, J.P. (1990); Patrick, B.C; Skinner, F.A; Connell, J.P; (1993) and Furrer, C & Skinner, E; (2003) examined individual self-processes (sense of relatedness, sense of autonomy, sense of competence) individually. Therefore this study looks at the teacher context, self-system processes and student engagement. Self-system processes in previous studies were examined individually, but in this study, self-system processes were examined together.Therefore the research problem is whether there is an influence of the teacher context on student engagement through self-system processes, and the aim of this research is to find out influence teachers' context on student engagement through self-system processes.

RESEARCH METHODS

Research Design

Method of this research is survey that used correlation causality design because it intends to determine the effect or causal relationship between variables.

Research Samples

The population of this study were students of Public High Schools in the city of Bandung. Public high schools in Bandung are divided into 8 rayon from rayon A, B, C, D, E, F, G to rayon H. Each rayon consists of 3 to 5 schools. The researcher chose 8 schools in the city of Bandung, Indonesia in an easy way. The characteristics of the sample: 1) Students who sit in 10th grade or students who sit 11, 2) Students who have problems (often called BP teachers, low achievement, never skip etc.). All of them were obtained by 632 students.

Measuring Instruments

To get the data needed in this study, the data collection method used was a questionnaire. A questionnaire is an information gathering technique that studies attitudes, beliefs, behaviors, and characteristics. Altogether there are three measuring instruments / instruments / questionnaires in the form of a scale consisting of 4 alternative answers. The measuring instrument in question is a Student Engagement Measuring Tool, Teacher Context Measuring Instrument, Self-System Processes Measuring Instrument. For measuring tools for student engagement, the alternative answers are never (TP), rare (JR), Frequent (SR) and Always (SL). As for the teacher context measurement tool, and measuring instruments of self system processes (sense of competence, sense of autonomy, and sense of relatedness), the alternative answer is very inappropriate (STS), inappropriate (TS), appropriate (S) and very according to (SS). All questionnaires were made by researchers based on Connell's theory.

The correlation used is the Spearman rank correlation because of ordinal scale research data. The reliability test was carried out with Cronbach Alpha. Validity and reliability test results can be seen in the following table.

Table 1
Validity and Reliability of Instrument

Construct	Total number of items	Total validity of items	Cronbach' Alpha	Results
Teacher's Context	30	20	0,826	Reliable
sense of relatedness	16	15	0,749	Reliable
sense of autonomy	14	13	0,667	Fairly Reliable
sense of competence	16	14	0,708	Reliable
Student engagement	42	40	0,881	Reliable

Data analysis technique

Data analysis was performed using the Partial Least Square (PLS) method. The method used to test the conceptual model in Figure 1 is the PLS method, while the steps that must be carried out are as follows (Jaya &Sumertajaya, 2008): (1) Designing the Inner Model: This model is used to see how the relationships between constructs; (2) Designing the Outer Model: This model is used to determine the validity and reliability that connects indicators with latent variables; (3) Construction of Path Diagrams: Drawing schema of research models that connect between variables (4) Conversion of Path Charts to Equations; (5) PLS Parameter Estimates; (6) Evaluation of Goodness of fit: To validate the inner model, outer model, and the overall model; and (7). Hypothesis.

Finding of Study

Table 2
Frequency Distribution Table

Categories	Teacher's Context	sense of relatedness	sense of autonomy	sense of compe-tence	Student engagement
Low	26	119	78	39	49
Medium	442	432	551	520	499
High	163	80	2	72	83

Table 2, it can be seen that the majority of public high school students in Bandung have learning involvement in the medium category. This means that students are sometimes involved in learning, but sometimes also not involved. Likewise students judge teachers to be emotionally involved in interacting with students, providing support for autonomy and providing structures in the medium category. Teachers are judged sometimes involved emotionally with students in interacting sometimes not emotionally involved; sometimes the teacher shows structure but sometimes not in interacting; sometimes giving autonomy support sometimes isn't. Sense of relatedness, sense of autonomy and sense of competence are all in the moderate category. Moderate sense of relatedness means that students do not fully feel safe

in interacting with the teacher. Medium sense of autonomy means that in conducting learning activities, majority of the students are not fully independent, but still because it is determined by others. Medium sense of competence means that students do not fully have knowledge of what strategies should be done to succeed in school, and students do not fully have the confidence that they are able to carry out the right strategies.

Analysis of Smart PLS

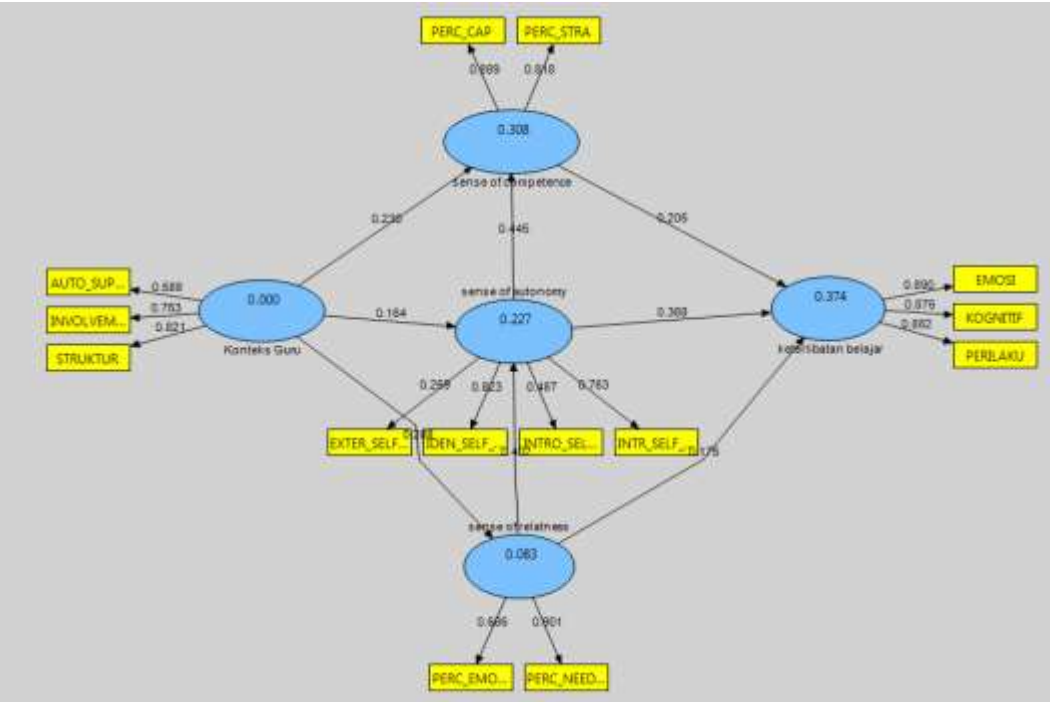

Figure 1. Teacher Construction Conceptual Model Results of PLS Processing

Evaluation of Measurement Model (Outer Model)

Evaluation of the outer model will show the extent to which indicators can measure each construct that will be examined. The analysis results are displayed as follows:

Table 3
Outer Model Goodness Test Results

Construct	Cronbach' s Alpha (0.7)	AVE (0.5)	Composite Reliability (0.7)	Results
Teacher's context	0.554	0.528	0.767	Good
Sense of Relatedness	0.463	0.640	0.778	Good
Sense of Autonomy	0,494	0,390	0,690	Not Good
Sense of Competence	0.633	0.729	0.843	Good
Student engagement	0.858	0.778	0.913	Good

Table 4
Estimated Value of PLS Outer Loading Factor

Constructs	Indicator	Loading Factor	T Statistics	Indicators Valid or Not Valid (T-Table: 1.96)
Teacher's contexts	Autonomy support	0.587	3.868	Valid
	Involvement	0.752	5.045	Valid
	Structure	0.820	7.945	Valid
Sense of relatedness	Perceived emotional security	0.686	6.397	Valid
	Perceived for closer relationship	0.900	1.831	Valid
Sense of Autonomy	Externally self-regulated	0.258	1.145	Not valid
	Identified Self-regulated	0.823	1.721	Valid
	Introjected self - regulated	0.486	269.295	Valid
	Intrinsic self-regulated	0.762	9.589.	Valid
Sense of Competence	Perceived Capacity	0.888	2.323	Valid
	Perceived Strategy	0.818	1.254	Valid
Student Engagement	Emotional Engagement	0.890	3.623	Valid
	Cognitive Engagement	0.875	2.954.	Valid
	Behavior Engagement	0.881	3.045.	Valid

From Table 4, it appears in the teacher context construct, autonomy support indicators have a value of loading factor 0.587, involvement indicators have a value of loading factor 0.752, and the structure indicator has a factor loading value of 0.820. Judging from the value of T Statistics, it can be seen that all indicators have a significant influence in measuring the context construct of teacher

Likewise from Table 4 it appears that in the sense of relatedness construct, indicators perceived emotional security have a loading factor of 0.686 and perceived for closer relationships have a value of loading factor 0.900. It means that indicators of perceived emotional security and perceived for closer relationship are valid in measuring the construct of sense of relatedness, if seen from the value of T Statistics, it can be seen that all indicators have a significant influence in measuring the construct of sense of relatedness.

Likewise from Table 4, it appears that in the constructs of sense of competence, indicators of perceived strategies have a loading factor of 0.818 and perceived capacity has a value of loading factor 0.888. This means that indicators of perceived strategies and perceived capacities are valid in measuring the construct of sense of competence Statistics shows that all indicators have a significant influence in measuring the construct of sense of competence.

The sense of autonomy construct can be measured through externally self-regulated indicators (value of loading factor = 0.258 and statistical T value 1.145 <T table 1.96), identified self-regulated (value of loading factor = 0.823 with satistic

T value> T table), introjected self-regulation (value of loading factor = 0.486 with statistical T value> T table) and intrinsically self-regulated (value of loading factor = 0.762 with T statistic value> T table). It can be concluded that the externally self-regulated indicator is invalid in measuring sense of autonomy whereas, identified self-regulated, introjected self-regulation and intrinsically self-regulated are valid in measuring the construct of sense of autonomy.

From Table 4, it also appears that the construct of student engagement can be measured through indicators of behavioral engagement (value of loading factor = 0.881), emotional engagement (value of loading factor = 0.890), cognitive engagement (value of loading factor = 0.881). This means that indicators of behavioral engagement, emotional engagement and cognitive engagement can be said to be valid in measuring the construct of student engagement, in addition, when viewed from the value of T Statistics, it appears that all indicators have a significant influence in measuring the construct of student engagement.

Evaluation of Structural Models (Inner Model)

Evaluation of the Inner Model will show the significance of each Path Coefficients on the relationships between constructs that will be examined. The analysis results are shown as follows:

Table 5
Estimates of the PLS Inner Coefficients Path Teacher Context

Causality Relations	**Path Coefficient**	**T Statistics**	**Significantly (T-Table: 1.96)**
Teacher's context → sense of relatedness	0.288	2.849	Significant
Sense of relatedness → student engagement	0.175	1.646	Not Significant
sense of relatedness → sense of autonomy	0.402	4.343	Significant
Teacher's context→ sense of autonomy	0.164	1.655	Not Significant
Sense of autonomy →student engagement	0.368	3.766	Significant
Sense of autonomy → Sense of competence	0.445	4.525	Significant
Teacher's context → Sense of Competence	0.230	2.439	Significant
Sense of Competence → student engagement	0.204	2.088	Significant

Structural Model Compatibility Test

Table 6
Nilai R Square and Communality

	R Square	**Communality**
Teacher's context		0.528
Student engagement	0.374	0.778
sense of autonomy	0.226	0.390
sense of competence	0.308	0.729
sense of relatedness	0.083	0.640
Average	**0.248**	**0.613**
GOF	**0.390**	

Based on Table 6 which contains the values of communalities for each construct, the average communalities is 0.613 while the average value based on Table 6 is 0.248 to:

$$GoF = 0.390 \text{ (High GoF)}$$

Based on the calculation shows that the GoF value of 0.390 is more than 0.36 so it is categorized as a large GoF, meaning that the model that has been made between teacher construct variables, construct of sense of relatedness, construct of sense of autonomy, construct sense of competence and construct student engagement has the ability which is high in explaining data or phenomena that have occurred so far. This means that the concept of Connell's theory can already be applied to phenomena that exist in the field.

DISCUSSION

In general, studies on the involvement of learning according to Connell's theory in the US have only examined the influence of one social context (parent context or teacher context or peer context) with one of three self-system processes (sense of competence or sense of autonomy or sense of relatedness) only towards student engagement (Connell and Welborn, 1990). In Indonesia, researchers conduct research on the influence of the teacher context and self-systems processes (sense of relatedness, sense of autonomy and sense of competence) together towards student engagement.

The results of the study show that the teacher context influences the sense of relatedness. But the sense of relatedness does not affect student engagement. The teacher's context does not affect the sense of autonomy. But the sense of relatedness affects the sense of autonomy. Sense of autonomy affects student engagement. Sense of autonomy affects the sense of competence. The teacher's context affects the sense of competence. Sense of competence influences student engagement.

Research shows that the teacher's context significantly affects the sense of relatedness of students (see table 5). From this study, students perceive that the teacher is not fully warm in interacting with students, where it is not fully able to meet the basic needs of students for relatedness. So that in interacting with the teacher students do not fully feel safe. This is in line with what Furrer& Skinner (2003), and Furrer, Skinner, &Pitzer (2014) said that caring teachers can meet the needs of relatedness. The teacher who rejects the child cannot fulfill the child's needs for relationships, will make students not feel safe in the classroom (Furrer, Skinner, Pitzer, 2014). Research conducted by Brewer (2017) revealed that the emotional bond between teachers and students will make students feel valued so students have high academic self-esteem and this will make students follow the rules in school and vice versa. Furthermore, Brewer (2017) says that in achieving a high emotional bond between teacher-students, students will maintain emotional security that is obtained through the bond.

This study also revealed that the effect of sense of relatedness on learning involvement was not significant (see table 5). This means how much security students feel when interacting with their teacher, it does not directly affect their learning involvement. This is not in line with the research conducted by Ryzin, Gravely, Roseth (2009) which revealed that teacher support influences student learning involvement. It is also not in accordance with the statement of Sabol&Pianta (2012) who found that teacher relations - warm students will predict students' academic performance, motivation and learning involvement in school. From this study, it was revealed that the sense of relatedness does not directly affect student involvement, but affects learning involvement through other self-system processes (sense of autonomy and sense of competence).

The results of this study stated that the sense of relatedness significantly affects the sense of autonomy (see table 5). This means that the sense of security in students as a result of fulfilling the need for relationships will make students brave to determine what actions will be carried out in accordance with the goals and personal values of students and vice versa if the sense of security in students does not exist or is less developed, students will not dare to act on their own desires according to their personal goals and values. In this study, the sense of relatedness is in the moderate category, and so does sense of autonomy in the moderate category. This means that students do not fully feel safe in interacting with the teacher, so this condition makes students feel hesitant to carry out activities that ultimately do not encourage students to carry out learning activities in accordance with the goals and personal values of students. This is not line with the study done by Allen, McElhaney, Land, Kuperminc, Moore, O'Beirne-Kelly, Kilmer (2003) who stated that the sense of security that exists in teenage students is not related to their teachers, but is related to the internal working model that is formed between mothers and adolescents through the secure base phenomenon, where students can explore independence / autonomy in thoughts and sayings of teenage relationships which is characterized by

mother's support. This is in line with the results of research by Kusdiyati, Sirojd, Aslamawati (2019) who found that parental support influences student autonomy.

From the results of this study, it was found that the context of the teacher did not significantly influence sense of autonomy (see table 5). This means that the autonomy support given by the teacher to students does not affect student autonomy. This is not in line with the research conducted by Maulana and Opdenaker (2014) in junior high school students that teacher involvement in interacting with students is a predictor of autonomy motivation. The higher the quality of autonomy, competence, and relatedness support, the higher the level of students' identity and intrinsic motivation. In terms of autonomy, high school students in Bandung are influenced by parental support (Kusdiyati, Sirodj, Aslamawati, 2019).

In this study, the sense of autonomy significantly affects learning involvement (see table 5). The influential sense of autonomy is introjected self-regulated, identified self-regulated and intrinsic self-regulated. In introjected self-regulated students engage in learning activities with the aim of avoiding guilt and shame (Ryan &Deci, 2000; 2002) or to gain increased ego and feelings of worth (Ryan &Deci, 2002). In identified self-regulated students carry out learning activities because they perceive these activities to be personally important to themselves (Ryan &Deci, 2000; 2002). As for intrinsic self-regulated, students carry out learning activities because they are interested, like to do it, enjoy doing it or feel challenged to do it so they are attached and reluctant to escape from these activities (Ryan &Deci, 2000)

In this study, it is seen that students in Bandung Indonesia, doing learning activities are more driven by themselves, such as to avoid guilt, or are driven by the assumption that the learning activities are important for themselves, or because students enjoy learning activities. With the sense of autonomy students will have an awareness that he or she who has the choice to set or to decide on learning activities, not others. This condition will motivate students to engage in academic activities at school or outside of school. Conversely, if the sense of autonomy is less formed, then the awareness that students determine the activities they will do in learning does not exist, as a result, students become not involved in learning. In this study, students' sense of autonomy is in the moderate category, as well as student learning involvement is in the medium category.

The next results showed that the teacher's context has a significant effect on the students' sense of competence (see table 5). The context of the teacher containing the structure including the medium category as well as the sense of competence of students included in the medium category. That is the context of teachers who do not fully contain the structure will not activate self system processes related to the needs of students to be competent. This means that the context of the teacher does not fully show the existence of a structure where the teacher does not fully communicate his expectations regarding student academic performance, the teacher is less consistent in providing consequences if the student's performance is not as expected, the teacher does not fully provide optimal challenges and the teacher does not fully provide positive feedback related to student competency, will make / cause students not to fully know what students need to do to succeed in school. This makes students not directed in learning. This is in line with the results of a study by Jaime León, Elena Medina-Garrido and Miriam Ortega (2018) who indicated that the quality of teacher teaching characterized by the provision of structures will affect students' sense of competence. As for Hagenauer and Hascher (2010) stated that students'perceptions of the existence of support for autonomy from teachers influence intrinsic motivation to be involved in learning activities through students' sense of competence. From the two studies above, it means that the structure and autonomy support given by the teacher will affect the students' sense of competence. But in this study, the structure given by the teacher influenced the students' sense of competence. The sense of autonomy of students is influenced by parental support (Kusdiyati, S, Sirodj, A, Aslamawati, Y, 2019).

The next result is that there is a significant effect of sense of competence on learning involvement (see table 5). In this study, the students'sense of competence is in the moderate category, as well as students' learning involvement is in the medium category. This means that knowledge that is not fully possessed by students regarding the strategies that should be done to succeed in school and students' uncertainty about their ability to implement the right strategies to succeed in school, will cause students to lack motivation to succeed in school which in turn will make students have low involvement in academic activities at school and outside school. This is in line with the results of Wood (2015) 's research that students' sense of competence will influence students' motivation to be involved in their learning activities.

The overall result of this study revealed that teachers who are not fully emotionally involved in interacting with students, such as lack of showing interest in students, giving less attention to students and teachers less time and enjoying time together with students will cause students not to fully feel safe and close to the teacher. Lack of security in students will make students feel less free to explore the environment and to engage constructively in every activity they do and in interacting with others; which in turn will make students not dare to act on their own desires according to their personal

goals and values so that students act more on the wishes or pressures of others. On the other hand, if the sense of autonomy or independence is less formed, then the awareness that students determine the activities they will do in learning does not exist in students so that this will not motivate students to learn, consequently they will not be involved in learning.

In this study, the actions of students were less independent (carried out on their own consideration) and students were increasingly not fully aware that he was the one who had to make a decision so that students would not believe in their own abilities which in turn will affect the quality of the sense of competency. Sense of competence that is in the medium category makes students not fully aware that they have knowledge of the right strategies to succeed in school and do not fully believe that they have the capacity / ability to carry out the strategy so that this will weaken their motivation, and eventually will make students less involved in learning.

CONCLUSION AND SUGGESTIONS

The student engagement of public high school students in Bandung which is sampled is in the moderate category. There is the influence of the teacher context, sense of relatedness, sense of autonomy, sense of competence towards student engagement.

From the results of the research obtained that to improve student learning involvement, teachers should establish relationships with their students by further increasing emotional relationships by paying more attention to students personally. By doing so, it is expected that students' sense of relatedness will increase so that later on sense of autonomy will increase; increasing sense of autonomy will cause sense of competence to increase and this will ultimately increase their learning involvement. From this study, it was also revealed that self-system processes are important. The quality of self-system processes is all in the medium category. To improve students' self-system processes, an appropriate training program can be created.

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